DOCUMENT RESUME

ED 349 756 EC 301 502

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TITLE Social Skills and Success in the High School Mainstream: A Comparison of Teachers' and Students' Perceptions.
PUB DATE [89]
NOTE 28p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Classroom Environment; Comparative Analysis; High Schools; *Interpersonal Competence; *Learning Disabilities; *Mainstreaming; Performance Factors; Social Behavior; *Student Attitudes; Student Behavior; *Success; *Teacher Attitudes

ABSTRACT

This study examined the degree to which 50 high school students with learning disabilities (LD), 50 normally achieving high school students, and 50 high school mainstream teachers agreed as to which social skills are important for success in the mainstream. Results indicated that LD students differed significantly from teachers on the importance of 9 of the 53 behaviors rated, including the functions of "follows school rules," "exhibits appropriate work habits," and "respects others and their property." Normally achieving students differed significantly from mainstream teachers on 20 items, including such functions as "follows school rules" and "respects others and their property." LD students rated 12 items as more important than normally achieving students, including "exhibits appropriate work habits," "follows school rules," and "respects others and their property" functions. The study concludes that LD students and normally achieving students do not differ significantly in their perception of the importance of certain social skills requisite for appropriate functioning in the mainstream classroom, because the perception differences between teachers and LD students are also common sources of disagreement between teachers and normally achieving students. (Contains 18 references.) (JDD)

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Social skills and success in the high school mainstream: A comparison of teachers' and students' perceptions.

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Running head: Social skills

EC 301502

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Abstract

The purpose of this study was to examine the degree to which high school students with learning disabilities, normally achieving high school students, and high school mainstream teachers agree with reference to what social skills are important for success in the mainstream. A 53 item questionnaire was administered to 56 regular education high school teachers, 106 normally achieving high school students, and 53 high school students diagnosed as experiencing learning disabilities. Three groups of 50 subjects each were established utilizing random sampling procedure. Statistical analysis of the data was accomplished utilizing analysis of variance followed by Tukey's method of multiple comparison. The major finding of the study was that high school students with learning disabilities are in closer agreement with mainstream teachers, with reference to what social skills are important for success in the mainstream, than are their normally achieving peers. Implications of the results are discussed.

Few would disagree with the statement that acquisition of social skills is of major importance if one expects to become a contributing member of society. To this end, a great deal of attention has been focused on the social skills of children with learning disabilities, resulting in unprecedented growth in social skills research (Gresham, 1988). The effect of the emergence of social skill deficits as a major research topic is demonstrated by the Interagency Committee on Learning Disabilities' (ICLD) proposal of a modified definition of learning disabilities that includes social skill deficits as a primary learning disability (Gresham & Elliott, 1989; Interagency Committee on Learning Disabilities, 1987).

The research indicates that social skill deficits are common in LD students and that these deficits have a negative effect on students' relationships with both peers and teachers, as well as their ability to function in the regular classroom environment (McConaughy, 1986; McConaughy & Ritter, 1986; Pearl, 1987; Pearl, Donahue & Bryan, 1986; Ritter, 1989; Stilliadis & Wiener, 1989). As a result of these findings, efforts have been made to make LD students more socially capable by devising and employing various intervention techniques that target social skill deficits (Blackbourn, 1989; Hazel, Schumaker, Sherman, & Sheldon, 1982; LaGreca & Mesibov, 1979, 1981; Vaughn, Lancelotta, & Minnis; 1988).

Two things that the majority of the previously mentioned intervention studies have in common is that they involve elementary school aged children, and they address the relationships between

learning disabled students and their peers. Although studies exist that indicate learning disabled adolescents exhibit social skill deficits (Bryan, Pearl & Fallon, 1989; McConaughy, 1986; McConaughy & Ritter, 1986; Ritter, 1989), there exists a paucity of research relating these deficits to the LD adolescent's performance in the mainstream classroom. With the notable exception of a study by Salend and Salend (1986), in which mainstream and special education teachers specified social skill competencies necessary for successful performance in regular classrooms in secondary schools, little has been done to examine the degree to which secondary school aged students understand what social skills are important in order to be successful in the mainstream. A major result of the Salend and Salend study was the categorization of social skills into three functions that are necessary for effective functioning in the secondary level mainstream classroom. Those functions are:

1. Exhibit appropriate work habits
2. Respect others and their property
3. Follow school rules

The present study examined the degree to which a group of LD high school students, a group of normally achieving high school students, and a group of mainstream high school teachers agree on the importance of certain social skills as they apply to being successful in the mainstream. The study was designed to address three questions: (1) To what degree do LD high school students and high school mainstream teachers agree with reference to what

social skills are important for success in the mainstream? (2) To what degree do LD high school students and normally achieving high school students agree with reference to what social skills are important

for success in the mainstream? (3) To what degree do normally achieving high school students and high school mainstream teachers agree with reference to what social skills are important for success in the mainstream?

METHOD

Subjects

Subjects in the study were associated with two high schools in suburban and rural northern Georgia. Respondents included regular education high school (grades 9 through 12) teachers, normally achieving high school students, and high school students who had been diagnosed as experiencing learning disabilities and who were receiving special education services in resource rooms.

The initial group of teachers consisted of 56 regular education high school teachers who volunteered to complete a questionnaire regarding social skills requisite for student success in the regular classroom. (See Procedures section for detailed information regarding the questionnaire.) After the questionnaire was completed, the initial group was reduced to a group of 50 teachers through the utilization of random sampling procedure. The final group consisted of teachers in the area of English and literature, mathematics, social science, general science,

chemistry, biology, physics, foreign languages, physical education, and industrial arts.

The initial group of normally achieving students consisted of 106 students enrolled in college preparatory English classes. The rational for utilization of this segment of the regular education population lay in the belief that these students, by virtue of their placement in college preparatory courses, were considered to be successful students and would therefore be quite aware of the social skills requisite for success in the regular classroom. No intelligence or achievement data for members of this group were available. None of the students were receiving special education or other supportive services. As with the teachers, once the questionnaire had been completed, the initial group was reduced to a group of 50 students through the utilization of random sampling procedure. The final group of 50 students consisted of 26 (52%) females and 24 (48%) males. Four (8%) of the females and three (6%) of the males were black. No other minority groups were represented in this group.

The initial group of LD students experiencing consisted of 56 students who were presently receiving services in learning disabilities resource rooms. While individual intelligence and achievement data were not available, all students in this group met the Georgia State Department of Education criteria for placement in learning disabilities programs (Georgia Department of Education, 1988).

The placement criteria are as follows:

1. Diagnoses will be made by the Learning Disabilities Eligibility Team. This is a building level team that consists of, at a minimum, a qualified psychological examiner, a teacher certified in specific learning disabilities, and one of the student's regular classroom teachers or, in the case of re-evaluation of a self- contained student a teacher qualified to teach at the appropriate age level. These are the voting members of the committee. Parents and specialists should be consulted based on their knowledge of the student or expertise in learning disabilities.
2. The student should exhibit average to above average cognitive ability as measured by a qualified psychological examiner.
3. The student must exhibit a severe discrepancy between cognitive ability and current achievement in one or more of seven areas of functioning. Those areas are oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematics calculation, and mathematical reasoning. Each identified deficit must be confirmed by at least two valid measures of performance. For initial placement, a severe discrepancy exists between ability and achievement when, on a common scale with a mean of 100 and a standard

deviation of 15, an achievement score is 20 or more points lower than the cognitive ability score. For a student undergoing re-evaluation, a severe discrepancy is defined as a difference of 15 points between scores on cognitive ability and achievement tests. In addition to exhibiting said deficit, current academic achievement must be below the student's grade placement level.

4. The student must exhibit deficits in one or more of basic psychological processes such as attention, discrimination/perception, sensory integration, organization, sequencing, short-term memory, long-term memory, and/or conceptualization/reasoning.
5. The Learning Disabilities Eligibility Team must determine that the discrepant performance is not primarily due to mental handicap, hearing or vision handicap, emotional factors, cultural disadvantage, economic disadvantage, deficient motor skills, a typical educational history and/or motivational problems.

After completing the questionnaire, the initial group of 56 LD students was also reduced to a group of 50 students through random sampling procedure. The final group consisted of 43 (86%) males and 7 (14%) females. Six (12%) of the males and two (4%) of the females were black. No other minority groups were represented.

Procedures

The questionnaire utilized in the study was a modified version

of the questionnaire utilized by Salend and Salend (1986) in their study of mainstream competencies for secondary level students with learning disabilities. The original questionnaire contained 55 items and utilized a three point Likert-type scale. The modifications involved the deletion of two items from the original questionnaire and the expansion of the rating system to a seven point Likert-type scale.

The two items deleted from the original questionnaire were "Can explain disability to others" and "Can explain prosthetic devices." The reason these items were deleted lies in the fact that the study was designed to determine what social skills the three groups of respondents felt were important for any (as opposed to handicapped) student to possess in order to perform successfully in the regular classroom. Therefore, the authors felt that it was important to avoid leading the respondents into thinking in terms of what skills a handicapped student should possess. Since the two items shown above specifically addressed handicap or an aspect of a handicap, they were deleted to avoid introducing such a bias.

The purpose of expanding the Likert-type rating system from a three point scale to a seven point scale was to provide the respondents the opportunity to indicate more discrete discriminations between the varying degrees of importance of the skills. It was also felt that expanding the scale would facilitate a more detailed analysis of the data. The rating scale ranged from 1=Very Important to 7=Very Unimportant.

The respondents were instructed to judge the skills listed in the questionnaire "in terms of the degree to which they are important for a student to possess in order to be successful in regular classes." The content of the items on the questionnaire is shown in Table 1.

All students responding to the questionnaire were under the supervision of a teacher who assisted with word recognition, word meaning, and concept comprehension when necessary. The most commonly asked question referred to the meaning of the term "ancillary support personnel" in the item "Knows ancillary support personnel." LD students tended to ask more questions, but with the exception of the item cited above, the questions dealt with word recognition and were of a random nature.

Group means were computed and the questionnaire items were ranked from most important to least important based on each group's ratings. Statistical analysis was accomplished utilizing an analysis of variance followed by Tukey's method of multiple comparison. The questionnaire items in rank order, along with group means, F values, and probability levels are shown in Table 1.

Insert Table I about here

Results

The mean ratings on each item by each group of respondents are represented in Table 1. Items that had means of 1.00 to 1.59 were considered to be very important in terms of functioning in the

regular classroom. Items with means of 1.6 to 2.59, 2.6 to 3.59, 3.6 to 4.48 and 4.49 to 5.48 were considered to be important, somewhat important, neutral and somewhat unimportant, respectively. Values for ratings of unimportant and very unimportant are not listed because no group attained an item mean higher than 5.2. This method of Likert-type scale data analysis is consistent with procedures utilized by Wilkes, Bireley, and Schultz (1979).

As is shown in Table 1, regular education teachers rated 12 items as being very important. It is of interest that top 11 of the 12 items rated as very important were the same as the top 11 items as ranked by regular educators and high school educators in Salend and Salend's 1986 study. The teachers rated 32 items as being important, 8 items as somewhat important, and 2 item as neutral. No items were rated as somewhat unimportant, unimportant, or very unimportant.

LD students rated 1 item as being very important, 42 items as being important, 9 items as somewhat important, and 1 item as neutral. No items were rated as somewhat unimportant, unimportant, or very unimportant.

Normally achieving students rated 2 items as being very important, 29 items as important, 19 items as somewhat unimportant. No items were rated as unimportant or very unimportant.

As can be seen in Table 1, analysis of variance revealed significant F values in 26 of the 53 items on the questionnaire. Tukey's method of multiple comparison revealed statistically

significant combinations in all but one of the 26 combinations identified in the analysis. Item 12 (Communicates his or her needs) barely met the criterion for a significant F value. When Tukey's method was applied to the data for that item no significant differences were found. Hence this item was excluded from further consideration.

The remaining 25 items were grouped according to how the statistically significant differences corresponded to the stated purposes of the study. Three categories were formed based on statistically significant differences between:

1. Students with learning disabilities and mainstream teachers.
2. Students with learning disabilities and normally achieving students.
3. Normally achieving students and mainstream teachers.

Table 2 contains the item groupings, group means, and probability levels.

Insert Table II about here

It should be noted that in many cases, statistically significant differences occurred in more than one combination of groups per variable. When this occurred the variable was listed in each of the groupings in which significance was found.

Examination of the results of the statistical analysis

revealed several notable occurrences. LD students differed significantly from mainstream teachers on nine of the 53 behaviors rated. By using Salend and Salend's (1986) categorization of functions it can be seen that four of the items upon which students with learning disabilities and mainstream teachers differ (Items 4, 7, 15, and 44) are "Follow school rules" functions, two (Items 27 and 50) are "Exhibit appropriate work habits" functions and two (Items 17 and 37) are "Respects others and their property" functions. One item (Item 13 - Knows ancillary personnel) did not fit into any of the three functions delineated by Salend and Salend. Not surprisingly, mainstream teachers rated the "Exhibit appropriate work habits" functions and the "Follow school rules" function as significantly more important than did students with learning disabilities.

Normally achieving students differed significantly from mainstream teachers on 20 items. None of the items (Items 10, 20, 22, 25, 27, 28, 34, 46, and 50) are considered to be "Exhibit appropriate work habits" functions. Eight items (Items 4, 7, 15, 30, 32, 33, 36, and 44) are "Follow school rules" functions, and three (Items 8, 35, and 38) are "Respect others and their property" functions. In each case mainstream teachers rated these items as significantly more important than did normally achieving students.

LD students differed significantly from normally achieving students on 12 items. Five items (Items 10, 20, 22, 25 and 28) are "Exhibit appropriate work habits" functions; four (Items 10, 20,

22, 25, and 28) are "Follow school rules" functions; two (Items 17 and 37) are "Respect others and their property" functions; and one (Item 13) does not fit the categorization. In each case, LD students rated the items as significantly more important than normally achieving students.

Discussion

Discussion of the results of this study should be prefaced by a cautionary statement. The rules and regulations governing the procedures for identifying handicapped students in Georgia limit learning disabilities to seven rather discreet areas of academic and language functioning (Georgia Department of Education, 1988). Under these regulations, social skill deficits are not included as diagnostic indicators of learning disabilities. Thus, that group of students described in this study as experiencing learning disabilities may, or may not, have included students who were experiencing social skill deficits.

The results revealed that the mainstream teachers in this study did not vary significantly from those regular educators in the Salend and Salend (1986) study in terms of their ratings of social skills requisite for success in the regular classroom. Although the Likert-type scales utilized to rate the behaviors were different, the rankings of the teachers' mean ratings for each behavior showed that the eleven behaviors considered to be "Very Important" by the teachers involved in the present study were also the eleven behaviors considered to be most important by the regular

educators in the Salend and Salend study. Similarly, the nine behaviors receiving ratings of "Somewhat Important" or "Neutral" in the present study were also among the lowest rated behaviors in the previous study. Thus, the expectations of the mainstream teachers in the two studies were remarkably consistent.

Upon examination of the nine behaviors in which there were statistically significant differences between the mainstream teachers and LD students, four of the differences were on behaviors that fell into the function described by Salend and Salend (1986) as "Exhibit appropriate work habits" and two fell into the function described as "Follow school rules."
More importantly, all six of these behaviors were among the top twelve behaviors as ranked by mainstream teachers.

Five of the six behaviors cited above were also behaviors upon which normally achieving students differed from mainstream teachers in a statistically significant manner, but not from LD students. Thus, these differences may be more a function of student perception versus teacher perception as opposed to being attributable to traits of LD students. In the case of each behavior cited above, mainstream teachers rated the behaviors as more important than did students, thus putting students at risk in terms of violating expectations that are of significant importance to the mainstream teacher.

The three remaining behaviors with statistically significant differences were "Makes friends with other students"; "Relates well

to adults"; and "Knows ancillary personnel." In each case LD students rated the behavior as significantly more important than did mainstream teachers. Therefore, these differences, although significant, would not materially interfere with the classroom performance of LD students.

The rating of one of the behaviors, "Knows ancillary personnel", does warrant further explanation. The importance of this item for LD students is obviously related to the fact that these students have, for the most part, had to deal with ancillary personnel (special education teachers, psychologists, counselors, etc.) on an ongoing basis throughout their school career. Therefore, LD students' perception of the importance of these individuals would naturally be significantly different from mainstream teachers or normally achieving students who had never required such services.

LD students and normally achieving students also differed in a statistically significant manner on nine additional behaviors. However, in all nine cases, the ratings of the LD students were not significantly different from those of mainstream teachers and as such, should not pose a problem in the regular classroom.

Normally achieving students differed from mainstream teachers in a statistically significant manner on their ratings of fifteen additional behaviors. In each case the teachers rated the behavior being considered as more important than did the normally achieving students. This would seem to imply that the normally achieving

students in the study would be more socially at risk in the mainstream classroom than would the students with learning disabilities. However, it should be noted that the majority of these behaviors are positioned rather low in the ranking of the teachers' ratings, and while they are considered to be either "Important", or "Somewhat important", they do not carry the importance of the previously discussed items upon which students and teachers disagree.

The implication this study holds for instructional practice lies in the indication that, to the degree that this study can be generalized to the population as a whole, LD students do not differ significantly from normally achieving students in their perception of the importance of certain social skills requisite for appropriate functioning in the mainstream classroom. Some significant differences do exist between perceptions of LD students and normally achieving students, but not in a manner that would be detrimental to the LD students' functioning in the mainstream classroom. Some significant differences exist between the perceptions of LD students with learning disabilities and mainstream teachers. However, these differences lie in behaviors that are also common sources of disagreement between mainstream teachers and normally achieving students, indicating that the result of social skill deficits in LD students. More useful information might be gained by conducting similar studies utilizing students with learning disabilities who are also diagnosed as

experiencing specific types of social skill deficits.

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Table I

Ranked Questionnaire Items with Group Means, F Value and Probability Level Based on Responses of Mainstream Teachers (MT), Students with Learning Disabilities (SLD) and Normally Achieving Students (NAS)

Item	Descriptor	MT		SLD		NAS		F	P
		Rk	Mean	Rk	Mean	Rk	Mean		
7	Refrains from cheating on tests	1	1.14	20	2.10	5	1.84	8.044	.01
50	Attends class regularly	2	1.18	33	2.34	27.5	2.54	13.433	.01
49	Refrains from stealing others' property	3	1.30	2	1.60	1	1.54	1.137	NS
53	Tells the truth	4	1.32	7	1.80	2	1.56	2.659	NS
22	Follows directions	5	1.34	1	1.44	3	1.80	5.149	.01
8	Respects adults	6.5	1.40	4.5	1.72	8.5	1.96	3.119	.05
44	Avoids getting into fights with other students	6.5	1.40	26	2.20	11.5	2.14	7.444	.01
15	Refrains from cutting class	8	1.42	38	2.44	26	2.52	9.501	.01
46	Brings necessary materials to class	9	1.46	11	1.96	14	2.20	5.229	.01
30	Obeys class rules	10.5	1.48	13	1.92	18.5	2.32	7.958	.01
47	Respects others' property	10.5	1.48	3	1.62	7	1.92	2.815	NS
3	Completes homework	12	1.50	9	1.86	10	2.00	2.567	NS
4	Demonstrates appropriate behavior in large groups	13	1.62	26	2.20	16	2.26	5.296	.01
23	Asks for help when it is appropriate	14	1.66	11	1.96	14	2.20	2.786	NS
2	Can remember more than one oral direction at a time	15.5	1.68	4.5	1.72	4	1.83	0.366	NS
34	Tries to complete a task before giving up	15.5	1.68	14	2.00	18.5	2.32	3.880	.05

Item	Descriptor	MT		SLD		NAS		F	P
		Rk	Mean	Rk	Mean	Rk	Mean		
25	Begins an assignment after the teacher gives it to the class	17.5	1.70	18	2.08	45	3.28	21.158	.01
31	Completes work on time	17.5	1.70	8	1.84	8.5	1.96	0.979	NS
43	Refrains from cursing and swearing	19	1.80	30	2.26	23.5	2.40	2.083	NS
35	Doesn't speak when others are talking	20	1.92	24	2.18	34	2.68	5.325	.01
18	Performs consistently	21	1.94	31	2.30	21.5	2.38	2.008	NS
29	Demonstrates adequate attention span	22	1.98	46	2.78	29.5	2.56	4.517	.05
42	Respects others feelings	23	2.04	29	2.24	6	1.88	1.047	NS
51	Displays proper health and hygiene habits	24	2.06	15.5	2.02	11.5	2.14	0.113	NS
9	Recognizes own abilities and	26	2.10	18	2.08	17	2.28	0.601	NS
12	Communicates his/her needs	26	2.10	18	2.08	29.5	2.56	3.070	.05
21	Is aware of the effect of his/her behavior on others	26	2.10	39	2.50	27.5	2.54	1.787	NS
28	Is not easily distracted	28	2.14	24	2.18	38.5	2.90	6.345	.01
24	Participates in class	29	2.16	11	1.96	21.5	2.38	1.255	NS
1	Refrains from boastful comments concerning inappropriate behavior	30	2.24	44	2.62	25	2.46	0.865	NS
5	Accepts criticism	32	2.26	36	2.40	32	2.64	1.164	NS
10	Works appropriately without excessive need for attention/praise	32	2.26	34	2.36	42	3.06	6.914	.01
39	Works well with others	32	2.26	15.5	2.02	20	2.34	1.000	NS
27	Can work independently on assignments for a minimum of 30 minutes	34	2.34	37	2.42	40	2.96	3.614	.05
17	Relates well to adults	35	2.38	6	1.78	31	2.60	6.416	.01
38	Takes turns at activities	36.5	2.46	41.5	2.54	43	3.10	3.798	.05

Item	Descriptor	MT		SLD		NAS		F	P
		Rk	Mean	Rk	Mean	Rk	Mean		
45	Interacts socially with peers	36.5	2.46	35	2.38	36	2.82	1.210	NS
11	Refrains from engaging in repetitive acts	38	2.48	49.5	2.90	38.5	2.90	1.288	NS
14	Uses appropriate social amenities	40	2.50	32	2.32	33	2.66	0.803	NS
20	Participates in group activities	40	2.50	41.5	2.54	48	3.44	7.229	.01
32	Moves from class to class in an appropriate manner	40	2.50	41.5	2.54	49	3.54	7.222	.01
40	Asks for help from other students when appropriate	42	2.52	26	2.20	35	2.70	2.468	NS
6	Expresses self-confidence	43.5	2.54	41.5	2.54	14	2.20	1.069	NS
26	Seeks teacher permission before	43.5	2.54	49.5	2.90	47	3.34	2.964	NS
33	Seeks permission to leave seat	45.5	2.68	48	2.84	51	4.06	13.318	.01
41	Deals effectively with name calling	45.5	2.68	47	2.82	44	3.16	1.449	NS
48	Shares materials and property with others	47	2.70	45	2.68	41	3.02	0.975	NS
16	Refrains from teasing or gossiping	48	2.82	51	2.92	46	3.32	1.319	NS
52	Exhibits a sense of humor	49	2.86	24	2.18	23.5	2.40	2.719	NS
37	Makes friends with other students	50	3.06	21.5	2.12	37	2.84	5.573	.01
13	Knows ancillary support personnel	51	3.24	21.5	2.12	50	3.76	19.155	.01
36	Keeps legs of chair on floor	52	3.40	53	3.60	53	5.20	15.484	.01
19	Dresses appropriately	53	3.66	52	3.32	52	4.46	4.970	.01

Table II

Grouping of Statistically Significant Ratings

Behaviors with significant differences between students with learning disabilities (SLD) and mainstream teachers (MT)

Item	Descriptor	Mean MT	Mean SLD	P
4	Demonstrates appropriate behavior in large group settings*	1.62	2.78	.05
7	Refrains from cheating*	1.14	2.10	.01
13	Knows ancillary personnel**	3.24	2.12	.01
15	Refrains from cutting class*	1.42	2.44	.01
17	Relates well to adults**	2.38	1.60	.05
29	Demonstrates adequate attention span	1.98	2.78	.05
37	Makes friends with other students**	3.06	2.12	.01
44	Avoids getting into fights*	1.40	2.20	.01
50	Attends class regularly*	1.18	2.34	.01

* Behaviors with significant differences between both SLD and MT and NAS and MT.

** Behaviors with significant differences between both SLD and MT and SLD and NAS.

*** Behaviors with significant differences between both NAS and MT and NAS and LD.

Behaviors with significant differences between normally achieving students (NAS) and mainstream teachers (MT)

Item	Descriptor	MT	Mean SLD	P
4	Demonstrates appropriate behavior in large group settings*	1.62	2.26	.05
7	Refrains from cheating*	1.14	1.84	.05
8	Respects adults	1.40	1.96	.05
10	Works appropriately without need for attention or praise***	2.26	3.06	.01
15	Refrains from cutting class*	1.42	2.52	.01
20	Participates in group activities***	2.50	3.44	.01
22	Follows directions***	1.34	1.80	.01
25	Begins assignment after teacher gives it out***	1.70	3.28	.01
27	Can work independently on assignments for a minimum of 30 minutes	2.34	2.96	.05
28	Not easily distracted***	2.14	2.90	.01
30	Obeys class rules	1.48	2.32	.01
32	Moves from class to class appropriately***	2.50	3.54	.01
33	Asks before leaving seat***	2.68	4.06	.01
34	Tries to complete a task before giving up	1.68	2.32	.05
35	Doesn't speak when others are talking	1.92	2.68	.01
36	Keeps legs of chair on floor***	3.40	5.20	.01
38	Takes turns in activities	2.46	3.10	.05
44	Avoids getting in fights*	1.40	2.14	.01
46	Brings necessary materials to class	1.46	2.20	.01
50	Attends class regularly*	1.18	2.54	.01

* Behaviors with significant differences between both SLD and MT and NAS and MT.
** Behaviors with significant differences between both SLD and MT and SLD and NAS.
*** Behaviors with significant differences between both NAS and MT and NAS and LD.

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Behaviors with significant differences between students with learning disabilities (SLD) and normally achieving students (NAS)

Item	Descriptor	Mean SLD	Mean NAS	P
10	Works appropriately without need for attention or praise***	2.36	3.06	.01
13	Knows ancillary personnel***	2.12	3.76	.01
17	Relates well to adults**	1.60	2.60	.01
19	Dresses appropriately	3.32	4.46	.01
20	Participates in group activities***	2.53	3.44	.01
22	Follows directions***	1.44	1.80	.05
25	Begins assignment after teacher gives it out***	2.08	3.28	.05
28	Not easily distracted***	2.18	2.90	.01
32	Moves from class to class appropriately***	2.54	3.54	.01
33	Asks before leaving seat***	2.84	4.06	.01
36	Keeps legs of chair on floor***	3.60	5.20	.01
37	Makes friends with other students**	2.12	2.84	.05

* Behaviors with significant differences between both SLD and MT and NAS and MT.

** Behaviors with significant differences between both SLD and MT and SLD and NAS.

*** Behaviors with significant differences between both NAS and MT and NAS and LD.